

# Northumbria Research Link

Citation: White, Alan and Bell, Malcolm (2006) e-PDPs - a good idea or a step too far? In: ALT-C 2006: the 13th International Conference of the Association for Learning Technology, 5-7 September 2006, Edinburgh.

URL:

This version was downloaded from Northumbria Research Link:  
<http://nrl.northumbria.ac.uk/id/eprint/1887/>

Northumbria University has developed Northumbria Research Link (NRL) to enable users to access the University's research output. Copyright © and moral rights for items on NRL are retained by the individual author(s) and/or other copyright owners. Single copies of full items can be reproduced, displayed or performed, and given to third parties in any format or medium for personal research or study, educational, or not-for-profit purposes without prior permission or charge, provided the authors, title and full bibliographic details are given, as well as a hyperlink and/or URL to the original metadata page. The content must not be changed in any way. Full items must not be sold commercially in any format or medium without formal permission of the copyright holder. The full policy is available online: <http://nrl.northumbria.ac.uk/policies.html>

This document may differ from the final, published version of the research and has been made available online in accordance with publisher policies. To read and/or cite from the published version of the research, please visit the publisher's website (a subscription may be required.)



**Northumbria  
University**  
NEWCASTLE



**UniversityLibrary**



E-PDPs...

...a good idea or a step too far?

# Introduction and Background

- Brief Context
  - Northumbria's approach to PDP's
    - (mirror, map, sonnet)
  - eLearning Portal (Blackboard LCMS)
    - e-Portfolios
- Key question:
  - Does the Bb e-Portfolio system encourage, hinder or restrict?

# What we did

- Pilot
  - Who?
  - What?
  - When?
  - How?

and subsequent roll-out  
(more of this later)



# What we wanted to know

Key questions were:

What are the benefits?

What are the drawbacks?

How do you envisage using e-portfolios in the future?

In what ways can/should this be developed?

How did students respond to it?

What staff development/support is needed?

# Benefits (and otherwise) of e-PDP

## – Benefits

- Student ownership
- Staff and student enabling

## – Drawbacks

- ICT 'interference factor
- Motivation (both students and staff)

## – Future use

- Flexible & interactive
- Multiple portfolios for different audiences

## – Developments wanted

- Easier upload
- more space

## – Student response

- Generally positive
- Correlation - competence and confidence
- Do we have to do it?

## – Staff dev./support

- Awareness raising
- Skills needs
- Best practice

# Sample student e-Portfolio

The screenshot shows a Microsoft Internet Explorer browser window with the title bar 'Personal Development Profile - Microsoft Internet Explorer'. The address bar displays the URL: [http://212.219.31.195/webapps/bbcms/portfolio/viewPortfolio.jsp?pid=\\_258\\_1](http://212.219.31.195/webapps/bbcms/portfolio/viewPortfolio.jsp?pid=_258_1). The browser interface includes a menu bar (File, Edit, View, Favorites, Tools, Help), a toolbar with icons for Back, Forward, Stop, Reload, Home, Search, Favorites, Media, and other functions, and a status bar at the bottom showing 'Done' and 'Internet'.

The main content area is divided into two columns. The left column is a yellow sidebar containing a list of portfolio sections: 'Portfolio Welcome', 'Initial Needs Analysis', 'Personal Statement', 'Standards Monitoring Form', 'Professional Progress Record', 'Record of Professional Development', 'Reference Information', 'Pen Portrait', and 'Comments'. The right column displays the content for the selected section, 'Portfolio Welcome'.

**Welcome to Personal Development Profile**

Welcome to my portfolio. Please contact me if there is anything you wish to discuss. Please note: if you wish to view my RoPD, I recommend that you right-click on the title, open it in a new window, maximise the new window. The document is in landscape format and is not readily displayed in the standard Blackboard window.

For more information about this Portfolio, please contact [Malcolm Bell](#).



Portfolio Welcome

Initial Needs Analysis

Personal Statement

Standards  
Monitoring Form

Professional  
Progress Record

Record of  
Professional  
Development

Reference  
Information

Pen Portrait

Comments

Lindisfarne SCITT Primary PGCE 2004-5  
Trainee Initial skills and needs analysis

Name Ann Student

1. Subject knowledge (please tick or write where appropriate)

Subject	GCSE	A	Degree	Higher degree	Other qualifications or experience
English	Eng Lang O level Eng Lit O level				
Maths	Maths O level Maths AO level	Maths		Maths included in degree (MEng)	
Science	Biology O level Chemistry O level Physics O level	Physics Chemistry		Physics to some extent included in degree	
Art	Art O level				
Music					Hobby: choral singing Gilbert



## Portfolio Welcome

## Initial Needs Analysis

## Personal Statement

Standards  
Monitoring FormProfessional  
Progress RecordRecord of  
Professional  
DevelopmentReference  
Information

## Pen Protrait

## Comments

Ann Student  
Lindisfarne SCITT 2004/5  
March 2005

## Personal Statement

### Background

I studied Microelectronics and Software Engineering at university and subsequently gained employment with my sponsor, BT, as a software analyst/design engineer. After spending a number of years in design/implementation/test of IT systems, I progressed into team leading, and then on to project management. I have spent the last few years being responsible for the implementation and delivery of a number of web services for a customer in the government sector. It was a job that I could do reasonably competently but which ultimately did not give me a great deal of personal satisfaction apart from the man-management aspects. I couldn't shake the feeling that there was a career out there that would suit me better.

I was fortunate to take unpaid leave during the Summer Term 2004 and was able to spend time as a voluntary helper at my daughters' school. I had always had a dream of one day becoming a teacher but could not see a way out of my line of work into the teaching profession. This period of unpaid leave gave me the opportunity to see what teaching life is about. The experience confirmed my belief that here is a

## Portfolio Welcome

## Initial Needs Analysis

## Personal Statement

Standards  
Monitoring Form

Professional  
Progress Record

Record of  
Professional  
Development

Reference  
Information

## Pen Portrait

## Comments

Final Showing Markup

Show

ab

2004-2005

## INDIVIDUAL STANDARDS MONITORING FORM

NAME A. Student

GUIDANCE TUTOR A. Tutor



This form is designed to provide a picture of progress in relation to meeting individual Standards. All Standards should be met and evidence presented during the final weeks of the Programme after the final placement. The following stages are recommended for monitoring purposes. The following symbols indicate:

/ Trainee has addressed Standards  
 // Standard has been met on a number of occasions  
 7 Standard has been fully met prior to CEDP.

	After Initial Needs	After Placement 1	After Placement 2	After Placement 3	Targets for CEDP
<b>1. Professional Values and Practice</b>					
1.1 Has high expectations of all pupils		/	/	//	
1.2 Respects and is concerned for pupils' development		/	/	//	
1.3 Models and promotes positive values, attitudes and behaviour		/	/	//	
1.4 Communicates sensitively and effectively with parents and carers		/		//	
1.5 Is involved in school life		/		//	
1.6 Understands support staff and other professionals' roles		/	/	//	
1.7 Adopts a critical and reflective approach to teaching and professional development.		/	/	//	
1.8 Knows and observes teachers' statutory responsibilities			/	//	



## Portfolio Welcome

## Initial Needs Analysis

## Personal Statement

## Standards Monitoring Form

## Professional Progress Record

## Record of Professional Development

## Reference Information

## Pen Protrait

## Comments

The document is designed to provide a picture of a trainee's individual development in relation to personal targets and Elaborated Grade Descriptors during the PGCE Primary. It allows for progress and achievement to be celebrated and monitored at regular periods from Initial Needs Analysis to completion of Career Entry and Development Profile.

NAME: A. Student

GUIDANCE TUTOR: A. Tutor

### Monitoring Individual Development Linked to tutorials

Formal Contacts	Date	Strengths & Targets
After Initial Needs Analysis and Early Experiences		<p>Strengths</p> <p>Targets</p>
Placement 1		<p><b>Strengths</b> Sympathetic to the needs of young children / very organised / reflective.</p> <p><b>Targets</b> More confidence in insisting how she wants the children to respond.</p> <ol style="list-style-type: none"> <li>1. To use own pro-forma to set learning objectives for a specific assessment group.</li> <li>2. To use a range of assessment techniques.</li> <li>3. With the support of an experienced teacher, continue to plan effectively for a given lesson time constraint.</li> </ol>
Placement 2		<p><b>Strengths</b> A caring, thoughtful approach. Lesson planning and preparation of resources. Determination to succeed. Pleasant, friendly manner.</p>

## 1. Professional Values and Practice

Those awarded Qualified Teacher Status must understand and uphold the professional code of the General Teaching Council for England by demonstrating all of the following.



Standard	Evidence: who/where/when	Reflection, analysis & issues	Further action
1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.	1. Placement 1 1.1. I have high expectations of the class and realise that to raise their achievement, you have to know where they are at and where they are going.	1.1. I recognise that each child is different and has different strengths and learning goals. For example, when performing a numeracy assessment on selected Year 1 children, I discussed the results with the class teacher to grow my understanding on what has been achieved and what could be achieved. This was particularly relevant to my understanding of the children on School Action Plus.	1.1. This is an ongoing task. I need to understand more about the expectations for the focus groups and how their tasks are differentiated. Update: 18/11/04 – the focus groups are split into Reception, School Action Plus children, and the remaining children are split into two groups according to ability. This grouping differs according to subject (numeracy/literacy). The groupings are regularly reviewed based on the teacher's assessment of progress of each child.
[guidance]	1.2. The class is comprised of white British children with a varying socio-economic background ranging from rural farm-workers to city commuters.  1.3. Lesson planning. On the two lessons I have formally planned so far, I have looked at		

### Comment [...1]:

#### Scope

All children and young people are entitled to an education that develops their potential and widens their opportunities. Teachers are expected to have a professional commitment to raising the educational achievement of all their pupils, whatever their background or current level of attainment.

Teachers need to know how to draw on their awareness and understanding of their pupils' social, cultural, linguistic, religious and ethnic backgrounds to support learning and to teach in ways that engage and challenge pupils. Teachers who are aware of the experiences and interests that their pupils bring to their learning are better able to address pupils' learning needs. However, they should avoid making assumptions about their pupils' abilities or potential based on their backgrounds.



## FINAL REFERENCE DETAILS

*Please will you complete this in Arial 9, don't put any paragraphs in or try to format it in any way. You will need to delete the instructions in italics and include your details.  
Please will you store the document and send a copy to me via Blackboard or to [Malcolm.bell@umn.ac.uk](mailto:Malcolm.bell@umn.ac.uk)  
Hope this makes sense.  
Malcolm*

<b>NAME:</b>	A. Student	<b>TITLE OF DEGREE:</b>	BA(Hons) Politics
<b>HOME ADDRESS:</b>	8, High Stobhill Morpeeth Northumberland NE65 8UH	<b>DATE AWARDED:</b>	July 2003
		<b>CLASSIFICATION:</b>	2.1
		<b>SCOPE OF TRAINING:</b>	
		<b>DATE PGCE AWARDED:</b>	July 2005

### 1 ASSESSED SCHOOL PLACEMENTS

#### 1.1 Initial School Placement Report:

Weeks	School	Type of School	Yr. Grp.	No. in class
19 days during 10 elapsed weeks	King's Manor First School	Rural	YR/Y1	19 (5 YR, 14 Y1)

#### 1.2.1 Intermediate School Placement Report:

Weeks	School	Type of School	Yr. Grp.	No. in class

Portfolio Welcome

Initial Needs Analysis

Personal Statement

Standards  
Monitoring Form

Professional  
Progress Record

Record of  
Professional  
Development

Reference  
Information

Pen Protrait

Comments

This is me:



on a good day...



.....and on a bad day:

# Other Issues

- Running throughout – **you don't have to do it** (but you should have a good reason not to)
- Alumni access
- Authentication
- Need to develop roll out approach – re-organisation damaged this.
- However, (student elearning survey findings)  
When questioned whether they could access and share PDP online 58% agreed they could.



# Mirror, Map, Sonnet?

- Does Bb encourage these?
- Where next for Northumbria?